

Oneida School District No. 351

Differentiated Compensation

Building level differentiated compensation in the Oneida School District shall be earned in accordance with the following:

- Shall be provided to all the certified teachers, administrative assistants, and classified aides who work directly with children.
- Certified itinerant staff members shall attach to the building per the percentage of their FTE assigned to the building
- Classified staff members (instructional paraprofessional, clerk, secretary,) shall be compensated at 100% of that of a teacher and shall attach to the building as either full time status or part time status depending on their FTE; part time staff members' compensation shall be pro-rated from the 50% rate
- Persons who work a partial year shall be eligible for differentiated compensation for the time worked
- Short term absences shall not be considered when considering working a partial year
- Long term substitutes who are either replacement teachers or classified substitutes shall be eligible for differentiated compensation for the time worked that is longer than 6 weeks
- Personnel on probation anytime during the year shall not be eligible for differentiated compensation
- Non-continuing contract teachers who are not renewed for performance reasons will not be eligible for differentiated compensation

There will be a measure of growth in student achievement, either by grade level or by school, upon which the compensation shall be based. The measurement will be different by grade level and school and the indicators and smart goals to measure student growth shall be developed by the schools.

The growth measure will be reflected in Part B of the Teacher Evaluation-Formative Part 1 for each certificated staff member.

30% of the award for differentiated compensation will be directed toward professional development of staff in relation to implementation of ICS. This money will be allocated to each school and used at the discretion of the principal for local professional development.

Money forfeited by any staff member for not achieving the stated goals will be added to the general pool and will increase the share balance of those staff who meet the stated goals.

Oneida School District #351

Secondary Differentiated Compensation Proposal

The secondary proposal for awarding differentiated compensation is based on the following rationale:

- The measure should leverage our focus as a district to successfully implement the Idaho Core Standards and prepare students for the new state assessments;
- The measure of student achievement used to distribute differentiated compensation should be meaningful and challenging;
- The measure and indicators of success should be defensible to staff and the public as a valid measure of student growth toward a defined achievement goal that involves all teachers;
- The achievement goal should be attainable so that all staff willing to invest in developing students' thinking and writing skills through compare and contrast writing activities will receive the compensation bonus.

BACKGROUND

Dr. Jeffrey Wilhelm, BSU Writing Project, introduced, last year, how writing can support students in their mastering common core skills and thought processes. He emphasized compare and contrast as a critical thinking strategy designed to build students memories, eliminate confusion, and bring crucial similarities and differences into sharp focus.

Marzano and others have researched the benefits of compare and contrast as a strategy that provides students with a process to conduct deep and meaningful comparisons both in the classroom and on their own as they apply their learning to real world context. Compare and contrast, as explained in *The Core Six: Essential Strategies for Achieving Excellence with the Common Core*, contains four concise steps to careful and comparative analysis through reading, thinking and writing. They require students to make logical inferences that demonstrate higher order thinking.

PROPOSAL STATEMENT

It is proposed that secondary schools use student performance on a compare and contrast writing task to award differentiated pay.

STEP 1

English, math, and social studies teachers will collaboratively score and benchmark the first compare and contrast writing task in one class of their choice near the beginning of the first semester. English math, and social studies teachers will facilitate the collaborative scoring

activities, collect the data, and present to the principal and building leadership team by the end of the first six weeks. Based on the rubric-based scores (4, 3, 2, 1), individual English and social studies teachers will set a SMART goal for that class to achieve by the end of the semester. For example: 1st hour US History A achievement on the compare and contrast writing task will improve from a proficiency percent of 30% to 75% of students scoring proficient or above by the end of the semester. This process will be repeated during the second semester for all science, and non-core teachers.

STEP 2

Each building will set a building-wide SMART goal after the fall writing performance task by English, math, and social studies departments that represents an overall school-wide SMART goal. For example: Using data from the first and second semesters, 72% of students will score proficient (3) or above on the final compare and contrast writing task from both semesters. At the end of the first semester, buildings may decide to revise the building SMART goal.

Schools will calculate their overall average proficiency based on the final compare and contrast writing task from both semesters to determine if differentiated compensation is earned. If the school-wide SMART goal is met, all school employees will receive the differentiated pay award.

PROCESS DETAILS

Each secondary school will have Idaho Core Standards Facilitators that will support classroom teachers in developing common writing prompts, scoring rubrics, and best practice instruction that are essential to this plan. The instruction and practice activities will take place in all of the teacher's classes that term; but only one period will be selected for the collaborative scoring and data collection.

At the end of each semester, compare and contrast writing data will be gathered, presented, and discussed at a Building Leadership Team meeting that involves all department heads. Any issues, insights, and implications for instruction will be shared at the next secondary principal's monthly meeting.

In core subjects English, math, social studies and science, there will be an effort to design prompts and practice compare and contrast activities that support a focus on the unit Transfer Targets. For example a 7th grade life science unit on cell structure and function target may be "students will independently use their learning to understand the organization and function of living systems." Rubrics will rate the content, structure, and thought process.

The SMART Goal set by individual teachers will be reflected in the annual teacher evaluation process. Teachers involved in the second semester pre/post writing task will complete their final compare/contrast write in time for the results to be included on their annual summative evaluation due by May 15, 2014.

Building administrators, as they visit classrooms, will look for evidence that compare/contrast activities are happening in that same teacher's classes that are similar to the one class that is the focus of their SMART goal for that semester.

Attached is also a Secondary Writing Prompt, for students with disabilities (SWD) that will be utilized as part of the Differentiated Pay Plan for next year. It maintains academic rigor for students with disabilities while honoring the IEP process. Students are categorized much the same as our state assessments (accommodation vs. adaptations), rather than a tiered level of disability. Special Ed. representatives would be involved as teams create the prompts, practice activities and rubrics as it pertains to students who require alternate or adapted assessment as part of their IEP. (See attached)

Proposed Processes and Timelines For Preparation of Compare/Contrast-based Writing Tasks

The building administrators and the Idaho Core Standards Facilitators will meet to plan the rollout of the Secondary Differentiated Compensation Plan during the in-service activities held August 12th through August 15th, 2013.

The course specific well-designed/consistent writing prompts, instructional activities and scoring rubrics will be presented, discussed and adjusted during English, Math, and Social Studies department level meetings through the first three weeks of school. All these key materials and strategies will be shared on Friday, Sept. 13th, at building level meetings. It is assumed that PD will be on-going with those teachers involved with the compare/contrast write task during each semester.

English, math and social studies teachers will meet the afternoon of Monday, Sept. 23 to begin to collaboratively score the first write with results hopefully available by the writing in-service meeting on September, Sept. 27th. Schools will be encouraged to have set their building-wide SMART goal by October 1st.

Secondary ECA District Wide Writing Prompt

Students with Disabilities

Students with disabilities will be evaluated in such a manner that provides involvement in the general education curriculum with emphasis on academic rigor to the maximum extent appropriate. IDEA 2004 mandates that all students with disabilities participate in statewide and district-wide testing “with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs” (IDEA, 2004b).

Initial consideration is given to the student’s IEP, paying focused attention to the student’s accommodations or adaptations for assessment. Accommodations support learning as well as support the student’s ability to show what they know and can do. They do not reduce learning expectations, rather, they provide access. Accommodations generally fall into the following four categories: presentation (i.e. large print, sign language), response (i.e. graphic organizers, using a computer), setting (i.e. small group, separate room) and timing/scheduling (i.e. multiple days, extended time).

When applying an alternate or adapted standard, proficiency takes in the individual needs of the student. Adaptations for assessment can be used to create alternate assessments aligned with grade-level content standards in two different ways: (1) modifying the types of supports used when the assessment is given or taken; and/or (2) limiting the breadth or depth of the assessment "content" (i.e., the standards, objectives, skills and tasks covered by the assessment).

Several considerations will be given when determining the form of which the adapted Writing Prompt takes shape.

1. Demonstration of a progressive level of achievement.
2. Parallel the depth and breadth of grade-level achievement utilizing modified standards such as the Extended Content Standards
3. Utilization of a framework, such as UDL (Universal Design for Learning), that increases access to the assessment by all students and provides for multiple means of expression.

Malad Elementary School Differentiated Pay Plan

The elementary proposal for awarding differentiated compensation is based on the following rationale:

- The measure should leverage our focus as a district to successfully implement the Idaho Core Standards and prepare students for the new state assessments;
- The measure of student achievement used to distribute differentiated compensation should be meaningful and challenging;
- The measure and indicators of success should be defensible to staff and the public as a valid measure of student growth toward a defined achievement goal;
- The achievement goal should be attainable so that all staff willing to invest in the development of best practices relative to writing instruction will receive the compensation bonus.

To support the implementation of the Idaho Core Standards, efforts to improve students writing skills have been underway since last year. All elementary teachers were invited to participate in writing intervention at the start of the 2013-14 school year. The training provided an instructional framework and professional development opportunities for elementary teachers to improve their instructional practices relative to student writing. Teachers were instrumental in providing three writing performance tasks per year for each grade level (K-5) and a scoring rubric to measure student growth and achievement in writing.

It is proposed that the elementary school use student writing as the measure to award differentiated compensation to grade level teams. Schools will benchmark grade level student performance in writing following the administration and collaborative scoring of the first writing performance task in the fall. The grade level writing rubric will be the indicator used to determine student growth in achievement. Student-related goals will be developed by each grade level team and the principal (see example below). The grade level student-related goal will be reflected in Part B of the Teacher Evaluation - Formative Part 1. The goal may be adjusted following the administration and collaborative scoring of the second performance task in January/February. The final writing task will be administered and scored to determine student progress in meeting the grade level student-related goal.

Student-Related Goal Example: Third grade student achievement in writing will improve from 45% proficient on the fall writing performance task to 80% proficient (scoring 3 on the third grade writing rubric) on the spring writing performance task.

Resource room teachers and paraprofessionals will support classroom teachers and students in their efforts to improve writing. Resource room teachers will be assigned to a grade level team and participate in the development of a team student-related goal, professional development activities, supporting individual students, and collaborative scoring of the writing performance tasks. Compensation will be distributed to these individuals based on the success of their assigned grade level team in meeting the student-related goal.

Power Half Hour (PHH) teachers will develop a writing student-related goal for students in their classroom. The student-related goal may be adjusted following the scoring of writing performance tasks administered in January/February. The final writing performance tasks will be administered and scored to determine student progress in meeting the PHH classroom student-related goal. The student-related goal will be reflected in the Teacher Evaluation. Compensation will be distributed to these individuals based on the success in meeting their student-related goal.

Elementary principal, music specialist, ancillary staff (pro-rated based on building assignments), and classified staff members will receive differentiated compensation based on the percentage of K-5 grade level teams in the building who meet their student-related goal and receive the bonus (i.e. 5 of the possible 6 grade level teams achieved the student-related goal so 5/6 of the bonus amount will be distributed).

Malad Middle School

Differentiated Pay Plan

The Malad Middle School proposal for awarding differentiated compensation is based on the following rational:

- * At Malad Middle School the measure should leverage our focus as a district to successfully implement the Idaho Core Standards and prepare students for the new state assessments.
- * The measure of student achievement used to distribute differentiated compensation should be meaningful and challenging.
- * The measure and indicators of success should be defensible to our staff and the public as a valid measure of student growth toward a defined achievement goal.
- * The achievement goal should be attainable so that all staff will be willing to invest in the development of best practices relative to writing instruction will receive the compensation bonus.

To support the implementation of the Idaho Core Standards, we at Malad Middle School during the 2013/14 school year are using a portion of class time to write everyday in every class. The writing will be gone over for correctness by both the students and teacher. The teachers will receive training during a fall in-service that will help them with this portion of the plan.

The middle school will use student writing as a measure to award differentiated compensation. Teachers will bench mark students performance in writing following the administration and collaborative scoring of the first writing performance task in the fall. The grade level writing rubric will be the indicator used to determine student growth in achievement. Student related goals will be developed by the staff and principal.(See example below). The grade level student related goals will be reflected in Part B of the Teacher Evaluation Formative Part 1. The goal may be adjusted following the administration and collaborative scoring of the second performance task in January/ February. The final writing task will be administered and scored to determine student progress in meeting the grade level student related goals.

Student-Related Goal Example: 6th grade student achievement in writing will improve from 45% on the fall writing performance task to 80% proficient (scoring 3 on the sixth grade writing rubric) on the spring writing performance task.

Resource room teachers and paraprofessionals will support classroom teachers and students in their efforts to improve writing. Resource room teachers will be assigned to a grade level team and participate in the development of a student-related goal, professional development activities, supporting individual students, and collaborative scoring of the writing performance tasks.

Compensation will be distributed to these individuals based on the success of their assigned grade level team in meeting the student-related goal.

During our Advisory time (30 minutes at the end of the day) teachers will develop a writing student-related goal for students in their classes. The student –related goal may be adjusted following the scoring of writing performance tasks administered in January/February. The final writing performance tasks will be administered and scored to determine student progress in meeting the Advisory class student-related goal. The student-related goal will be reflected in the Teacher Evaluation. Compensation will be distributed to these individuals based on the success in meeting their student-related goal.

Students with disabilities will be evaluated in such a manner that provides involvement in the general education curriculum with emphasis on academic rigor to the maximum extent appropriate. IDEA 2004 mandates that all students with disabilities participate in statewide and district testing “ with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs” (IDEA, Initial consideration is given to the student’s IEP, paying focused attention to the student’s accommodations or adaptations for assessment. Accommodations support learning as well as support the student’s ability to show what they can do. They do not reduce learning expectations, rather, they provide access. Accommodations generally fall into the following four categories: presentation (i.e. large print, sign language), response (i.e. graphic organizers, using a computer), setting (i.e. small group, separate room) and timing/scheduling (i.e. multiple days). When applying an alternate or adapted standard, proficiency takes in the individual needs of the student. Adaptations for assessment can be used to create alternate assessments aligned with grade-level content standards in two different ways: (1) modifying the types of supports used when the assessment is given or taken; and/or (2) limiting the breadth or depth of the assessment “content” (i.e. the standards, objectives, skills and tasks covered by the assessment).

Several considerations will be given when determining the form of which the adapted Writing Prompt takes shape.

1. Demonstration of a progressive level of achievement.
2. Parallel the depth and breadth of grade-level achievement utilizing modified writing prompts.
3. Utilization of a framework, such as UDL (Universal Design for Learning), that standards such as the Extended Content Standards increases access to the assessment by all students and provides for multiple means of expression.

Middle School Principal, Music, ancillary staff (pro-rated based on building assignments), and classified staff members will receive differentiated compensation based on the percentage of 6th

through 8th grade level teams in the building who meet their student-related goal and receive the bonus